Knowledge Management Perspectives -

If you would like to study some current writings by the most useful thinkers on Knowledge Management, do this: Go to your web browser (or to Metacrawler.com) and read literally everything by Dr. John Seely Brown, Dr. Yogesh Malhotra, Dr. C. West Churchman and Dr. Dorothy A. Leonard. If you spend some time at: http://www.brint.com (founded by Dr Malhotra) you will be blessed by some of the worlds most astute thinking on the nature of knowledge and its value. Feel free to reach me if I can be of any help. Sam Welch - attnscw@aol.com

Web References: Knowledge Management

http://webcom.com/quantera/llbarton.html
LEADING LIGHTS: INNOVATION SPECIALIST DOROTHY LEONARD-BARTON

Abstract: In order to thrive in the emerging knowledge economy, companies must continually renew their competitive strengths and learn to manage assets now considered intangible, according to Dorothy Leonard-Barton, a consultant specializing in innovation and a professor at the Harvard Business School. In her recent book, Wellsprings of Knowledge (Harvard Business School Press), she argues that every "core capability" that leads to success is also a "core rigidity." In the turbulent markets in which firms now compete, strengths can quickly become weaknesses. She contends that large firms like 3M, Motorola and Hewlett-Packard as well as smaller ones like Chaparral Steel and Quantum Corp. avoid this fate by encouraging the flow of new knowledge—the key to perpetual improvement and innovation. As she points out, this requires a conscious investment in such activities as collaboration, experimentation, prototyping and the acquisition of technological knowledge from outside the firm. "Wellsprings of knowledge not only feed the corporation but are fed from many sources," Leonard-Barton writes. "If all employees conceive of their organization as a knowledge institution and care about nurturing it, they will continuously contribute to the capabilities that sustain it." Knowledge Inc. Editor Britton Manasco spoke recently with the author about her efforts to ground the idea of knowledge management in real practices—activities that enable a company to become more innovative. She believes that most companies are only dimly aware of the true sources of innovation.

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http://webcom.com/quantera/llstewart.html
LEADING LIGHTS: AUTHOR TOM STEWART

Abstract: "Intellectual capital is intellectual material -- knowledge, information, intellectual property, experience -- that can be put to use to create wealth," explains Tom Stewart in his exceptional new book, Intellectual Capital: The New Wealth of Organizations (Currency Doubleday). "It is hard to identify and harder still to deploy effectively. But once you find it and exploit it, you win." In his role as a columnist and management writer for Fortune magazine, Stewart has continually broken new ground -- delivering a series of insightful articles on the intangibles that now lie at the heart of corporate success. KI Executive Editor Lewis Perelman caught up with him recently in Washington, D.C.

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http://webcom.com/quantera/stucky.html
LEADING LIGHTS: AN INTERVIEW WITH INSTITUTE FOR RESEARCH ON LEARNING'S SUSAN STUCKY

Abstract: The Institute for Research on Learning was launched eight years ago with some important objectives. It sought to provide a broader and deeper understanding of the ways people learn what they learn. It also planned to link its insights to organizational change and development efforts--be they in the workplace, the school or elsewhere.

Although the non-profit institute was founded with a generous amount of funding from Xerox Corp., it has since assumed an independent status and now has relationships with such companies as Apple, DEC, Kaiser Permanente, Nynex, Steelcase, and Sun Microsystems. Susan Stucky, IRL's associate director, leads research agenda-setting activities and plays an important role in the development of corporate, foundation, and government-sponsored research partnerships. Having spent the last fifteen years in research environments spanning natural language processing, cognitive theory, social theory, and learning technology, she brings a wealth of experience to her position. And while she also has a Ph.D in Linguistics from the University of Illinois, she tends to downplay her academic credentials: real-life investigation and research, she contends, are the means by which the most powerful insights are acquired. Indeed, Stucky believes that IRL's on-site observations of what it calls "communities of practice" have generated some of its most important insights--and are helping its clients enhance their organizational learning efforts. Such communities are defined as a group of people that develop a shared way of acting while engaged in real work. These groupings, according to IRL, must be considered by any organization involved in corporate change efforts, especially those hoping to implement new information, learning and performance systems. Stucky spoke with KNOWLEDGE INC. Editor Britton Manasco at the institute's offices in Palo Alto, California.

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http://webcom.com/quantera/Secrets.html
SECRETS OF SUCCESSFUL KNOWLEDGE MANAGEMENT
By Tom Davenport

Abstract: Discussions and planning sessions around knowledge management often devolve into exhortations to capture and leverage the organization's knowledge assets. Knowledge is a philosophical, abstract topic; just differentiating it from data and information can be a consuming focus. But there is a world of knowledge management practice that proceeds apace, largely without high-flown rhetoric or philosophical doubt. The center of this world is the knowledge management project—an organized effort to actually do something with knowledge.

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http://www.webcom.com/quantera/schrage.html
LEADING LIGHTS: TECHNOLOGY DESIGNER MICHAEL SCHRAGE

Abstract: "Teams are a fiction, a verbal convenience, rather than a useful description of how people in a firm cooperate and collaborate to create value," writes Michael Schrage in his recent book No More Teams! (Currency Doubleday). Indeed, he thinks the word "team" has been "so politicized, so ensnared in the pathology of the organization, that we don't really know what it means anymore." Some might argue that he is splitting hairs by distinguishing "teamwork" from "creative collaboration," but he has a compelling case to make. He contends that we have become so obsessed with the composition of the team and the capabilities of its individual members that we've lost sight of how innovation really happens. Schrage, currently a research associate with the MIT Sloan School's Center for Coordination Science and MIT Media Lab, most recently has been applying his expertise in collaboration to the subject of prototyping. "Prototype-driven innovation ends up promoting a radical deconstruction of existing organizational charts," he observes. Cutting-edge "teams," in other words, are composed of people drawn to innovative prototypes. They generally do not precede them. As a consultant, Schrage focuses on ways that technology influences and enhances collaboration. But he also is a contributor to a variety of well known publications including the Los Angeles Times, the Wall Street Journal and Wired magazine. Knowledge Inc. Editor Britton Manasco spoke with him recently about knowledge, innovation and the unexplored potential of relationships.

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http://mitsloan.mit.edu/smr/past/2001/smr4241
MIT Sloan Management Review Summer 2001, Volume 42, Number 4, pp. 93-94
Creativity Versus Structure: A Useful Tension
Great new ideas help only those organizations with the discipline and infrastructure needed to

Great new ideas help only those organizations with the discipline and infrastructure needed to implement them.
John Seely Brown and Paul Duguid

Abstract: Management training rightly stresses the resolution of tensions and conflicts. But there are some organizational tensions and conflicts that managers shouldn't try to resolve. For example, a necessary tug of war exists between how companies generate knowledge in practice versus how they implement it through process. The tension reflects the countervailing forces that, on the one hand, spark invention, and on the other, introduce the structure that transforms those inventions into marketable products. In isolation, these forces can destroy a company, but conjointly they produce creativity and growth.
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http://www.brint.com/papers/ciover.htm
Malhotra, Yogesh. (1996). Competitive Intelligence Programs: An Overview

What is a Competitive Intelligence Program?

Abstract: "A formalized, yet continuously evolving process by which the management team assesses the evolution of its industry and the capabilities and behavior of its current and potential competitors to assist in maintaining or developing a competitive advantage" (Prescott and Gibbons 1993).

CIP tries to ensure that the organization has accurate, current information about its competitors and a plan for using that information to its advantage (McGonagle & Vella, 1990).
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http://home.att.net/~nickols/strategy_definition.htm

Strategy: Definitions and Meaning
© Fred Nickols 2000
Abstract: The concept of strategy has been borrowed from the military and adapted for use in business. A review of what noted writers about business strategy have to say suggests that adopting the concept was easy because the adaptation required has been modest. In business, as in the military, strategy bridges the gap between policy and tactics. Together, strategy and tactics bridge the gap between ends and means. This paper reviews various definitions of strategy for the purpose of clarifying the concept and placing it in context. The author's aim is to make the concepts of policy, strategy, tactics, ends, and means more useful to those who concern themselves with these matters..
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http://haas.berkeley.edu/~gem/essays/complex.html
A Philosophy for Complexity, from Managing Complexity
C. West Churchman
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http://www.stern.nyu.edu/~wstarbuc/unlearn.html
William H. Starbuck of New York University published an article, *Unlearning Ineffective or Obsolete Technologies*, in the International Journal of Technology Management, in November 1996.

Abstract: Dr. Starbuck maintains that often, before we can learn something new, we have to unlearn what we think we already know. That is, we may have to discover that we should no longer rely on our current beliefs and methods.
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http://www.brint.com/km/kmrefs.htm

http://www.brint.com/km/kmrefs.htm

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http://academic.pg.cc.md.us/~wpeirce/MCCCTR/links~1.html

WWW LINKS TO RESOURCES FOR TEACHING REASONING AND CRITICAL THINKING
Compiled by William Peirce
Prince George's Community College (Updated February 2001)
Maryland Community College Consortium for Teaching Reasoning
http://academic.pg.cc.md.us/~wpeirce/MCCCTR
Teaching Thinking Network of Association for Supervision and Curriculum Development
http://www.usd.edu/thinking
Critical Thinking On The Web
http://www.philosophy.unimelb.edu.au/reason/critical
   A rich list of resources on critical thinking by Tim van Gelder of the University of Melbourne.
Center for Critical Thinking (Baker University, Kansas)
http://www.bakeru.edu/tracks.asp?d
Educational Resources Information Center (ERIC)
http://www.accesseric.org:81/
ERIC Clearinghouse on Assessment and Evaluation
http://ericae.net/
Critical Thinking Resources from ERIC
http://www.indiana.edu/~eric_rec/bks/ct.html
Critical Thinking Resources: An Annotated Bibliography (Montclair State University)
http://www.montclair.edu/Pages/CRC/Bibliographies/CriticalThinking.html
ECAC World Wide Web Sites
Electronic Communication Across the Curriculum
http://www.tc.cc.va.us/faculty/tcreisd/projects/ecac/ecacsite.htm
   Links to Web resources for teaching online and other uses of electronic communication.
Campus Writing Program Library Directory
Indiana University, Bloomington, Campus Writing Program
http://www.indiana.edu/~wts/cwp/lib/libdir.html
   Click on "Critical Thinking" for a list of articles and abstracts on critical thinking.
The Critical Thinking Community (Sonoma State University)
http://www.criticalthinking.org
Writing Across the Curriculum: A Myriad of Ideas for Using Writing in Your Classes
http://www.capecod.net/~tpanitz/tedspage/ewacbook/wacapproaches.htm
   Compilation by Ted Panitz from a variety of authors on how to engage students in critical thinking through writing.
The Ohio Center for Critical Thinking Instruction
http://www.acorn.net/lists-ht/occti.html
California Academic Press (Assessing critical thinking)
http://www.calpress.com/
Inquiry: Critical Thinking Across the Disciplines [journal] (Montclair State University)
http://www.shss.montclair.edu/inquiry/inquiry.html
Critical Thinking Across the Curriculum Project, Longview Community College
http://www.kcmetro.cc.mo.us/longview/ctac/ctac.htm
Teaching Effectiveness Program at University of Oregon (references and abstracts on teaching critical thinking)
http://darkwing.uoregon.edu/~tep/library/crit_think.html
Critical Thinking Page of William Klein, Moderator of Think-L e-mail discussion list
http://www.umsl.edu/~klein/Critical_Thinking.html

Mission: Critical [interactive tutorials teach critical thinking] (San Jose State University)
http://www.sjsu.edu/depts/itl/
Clearinghouse for Resources on Academic Writing at Colorado State
http://aw.colostate.edu/resource_list.htm
   Lists of resources for communication across the curriculum, including www links, bibliographies, articles, and programs at other colleges and universities.
Communcation Across the Curriculum at Southern Illinois University Carbondale
http://www.siu.edu/departments/cac/
   "Integrating Written, Spoken, Visual, and Electronic Communication Across the Curriculum."
Speaking Across the Curriculum at Hamline University
http://www.hamline.edu/depts/commdept/oralcm.html
Online Resources for Higher Education: University of Kansas Center for Teaching Excellence
http://eagle.cc.ukans.edu/~cte/OtherSites.html
C.R.O.P. Communities Resolving Our Problems
http://www.ceap.wcu.edu/Houghton/Learner/basicidea.html
Dan Kurland's Critical Reading website
http://www.criticalreading.com
Vale Press ("Critical Thinking Specialists")
http://www.valepress.com
Critical Thinking Books and Software [Publisher]
http://www.criticalthinking.com
Reason!Able [software for critical thinking]
http://www.goreason.com

THREE SITES ON PROBLEM-BASED LEARNING:

Illinois Math and Science Academy
http://www.imsa.edu/team/cpbl/cpbl.html
The University of Delaware
http://www.udel.edu/pbl/
Samford University Problem-Based Learning Initiative
http://www.samford.edu/pbl

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